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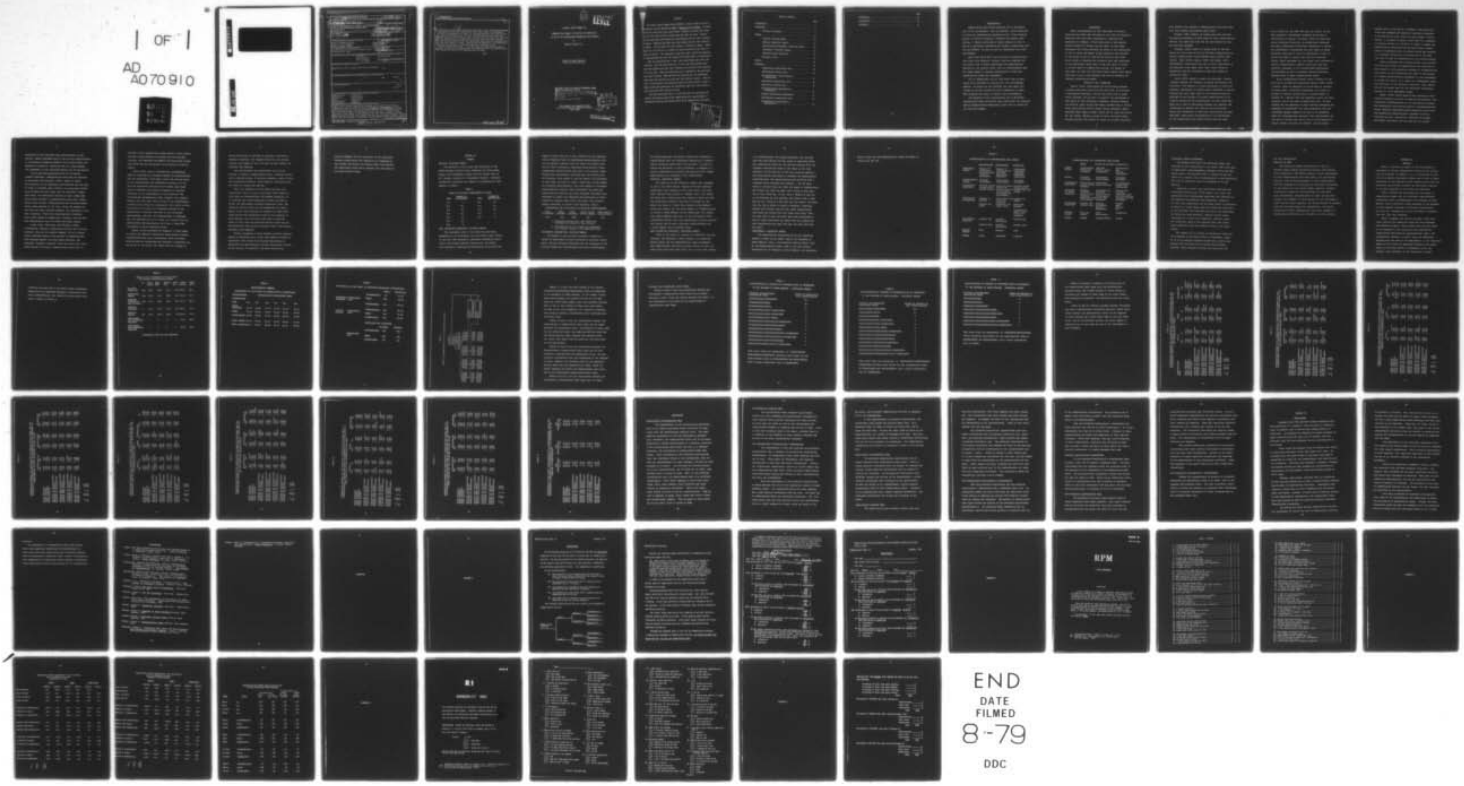

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The author studied communication channels as they related to superior subordinate roles as defined by Sweney's Response to Power Model. He found permissives spent more time using informal channels of talking and listening, but more time writing to equals than the other two roles. Authoritarians spent more time speaking to superordinates and less time listening to equals; Equalitarians spent more time reading and less time listening to equals. Critics spent less time talking or listening to equals; Rebels spent less time talking
(Cont'd on reverse)

or listening to equals; and the ingratiators spent more time listening and speaking to superordinates and less time reading from either equals or subordinates.

When the subordinate was a rebel, the superordinate spent more time listening. When the subordinate was a critic, the superordinate spent more time speaking and less time listening to him and more time listening to his own boss. When the subordinate was an ingratiator, the boss spent less time listening. When the boss was authoritarian, the subordinate spent more time talking to him and less time talking to equals. When the boss was permissive, the subordinate spent less time writing to equals but more time listening to them.

From the correlation matrix, it was found that the individual had greater satisfaction when he was communicating with superordinates or subordinates and less satisfaction when he was communicating with peers.

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COMMUNICATION CHANNEL UTILIZATION: AN EXAMINATION OF ONE OF THE SUPERORDINATE-SUBORDINATE RELATIONSHIPS

by

Ambrose Vaughn, M.S.

Center for Human Appraisal
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AIR FORCE OFFICE OF SCIENTIFIC RESEARCH (AFSC)
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INTRODUCTION

Communication and weather patterns are a continuous part of our environment. Like the weather, little attention is given our communicative processes until a near disaster occurs. A flurry of inquires, research and reports then follows. A common conclusion of these reports is that if man is to partially understand and interact effectively with the environment, he must be able to communicate with that environment.

Most books which deal with the area of communications also cover role behavior. However, few have combined the two topics into a section describing the communication patterns of our various roles. This is understandable when the large number of various combinations of roles and communication modes are considered.

We all communicate, we all have roles that we have found to be effective in dealing with our surroundings. However, we usually do not consider the time spent utilizing the various visual and aural communication modes when assuming our roles in various task requirements.

The purpose of this investigation was to determine communication mode utilization when individuals are assuming various superordinate-subordinate roles with an industrial job task environment.

BACKGROUND

Early investigations of the time spent in various communication modes were centered in the field of education. Educators were even then interested in improving the retention of students. It was found that on the average seventy percent of waking time was spent in oral communication, but little training was given to the instruction of how to listen and speak. Formal education was centered in the visual skills of reading and writing, while the aural skills of speaking and listening were kept neglected in the background. While most of the time spent in school is in fact spent in reading and writing, the amount of time spent on these two activities drops rapidly when formal schooling is over, with speaking and writing becoming the dominate communication modes.

REVIEW OF THE LITERATURE

Rankin (1926) investigated the relationship between listening and other activities and abilities. By utilizing a log-keeping technique, listing the activities of grade school children, he was able to quantify the percentage of time spent of four variables: Listening, Talking, Reading and Writing. Later during 1928 Rankin accomplished a further study using Detroit Public School system employees. These employees were asked to keep a daily log of their activities for two months, making an entry of their activities every fifteen minutes, The results of these two studies indicated

that seventy five percent of communication activities were oral while twenty five percent were visual.

Nichols (1957) reports of others that have utilized log-keeping techniques to keep track of their communicative efforts, but these logs were for the individuals own use, and were not analyzed.

McGregor (1960) found in a group study of top managers over five times as much up and down communication as lateral communication occurs between equal ranking individuals. Burns (1954), Sayles (1964) and Webber (1970) independently investigated the way in which individuals at the executive level spent their time, their fields of interaction and the situations of work that absorb an executive's time.

Burns (1954) tended to agree with McGregor, finding a marked tendency for downward initiated interaction, but concluded: "The element of status protection in which the authority concomitant of communication downwards is tacitly rejected may throw some light on the conception earlier advanced of the function of lateral communication as an integral feature of the organization." He also found that there was a lack of concurrence between the superior and subordinate on whether the superior had given merely advice and information or had given instructions and made decisions. These major discrepancies in the perceptions of the interactions were noted to have occurred about

forty percent of the time. The bias was usually in the same direction, the manager recording the giving of instructions or making a decision, which are power and status retaining functions; the subordinate recording the same interaction as receiving information or advice. The subordinate's perceptions are also status or power retaining functions in that the subordinate is able to retain the power or status that goes with decision making. Burns concluded that the rather high incidence of lateral communications suggests difficulty over the authority component in the superordinate-subordinate relationships as well as reducing status differences between those of equal organizational ranks.

After accomplishing several years' research in one division of an American cooperation Sayles (1964) issued a report, which he explained as having made no pretence of having been a scientific experiment, but rather an attempt to analyze and determine a minimum number of concepts to 'explain' what was happening within the organization. One of his major problem areas was: "By what methods can the imbalance of power between management and employees be rectified?" His study determined that the successful manager seemed to be able to do something about his organizational position. Most significantly he was able to reverse the one-way flow of organization of action. Rather than wait for demands, the successful

manager went to the source of demands, negotiated with those that demanded and requested additional resources to accomplish the task before the task became a crisis. Sayles, in contrast to Burns, found there is a tendency to perceive advice as a decision in order to assume the responsibility that goes with decision making. Sayles found it paradoxical that an advisory group may pressure for increased recognition and status and at the same time fail to take the responsibility for decision making.

Sayles concluded that attention needs to be shifted from the legal forms of responsibility and authority to the patterns of relationships necessary to accomplish the work tasks. He also determined that part of the problem in studying organizational management is that management is viewed as a unity, or at least as a homogeneous group with similiar, if not identical interests. Thus, Sayles had set the ground work for the individual differences concepts of intra management groups.

Webber (1970) paired superior and subordinate individuals according to active or passive personalities. The personality characteristics of the individuals surveyed were determined from behavior during a standardized mild stress interview conducted during consulting activities. The personality characteristics included: activity, listening ability, flexibility, dominance and others. Both Webber and Sayles saw the need for the further

seperation of the continuum from authoritarian to submissive. Webber concluded that it was an over simplification to dichotomize managerial behavior into authoritarian and supportive categories, believing that the ideal manager fell somewhere on the continuum between the two end points.

A five day self-maintained tally of university academic employees' communication activities was analyzed by Goetzinger and Valentine (1962). Twelve of those participating in the experiment were observed for two days in order to validate their tallies. No significant differences between the self report and the observer's report were found. The descriptive portion of their study indicated eighty percent of communications were oral, twenty percent were written. Communications were directed upward twenty three percent of the time, thirty two percent of the time they were directed downward, the remainder of the time laterally. Within the organizational hierarchy, lower ranks tended to communicate laterally and use more oral communication than the middle and upper groups.

A year later, Goetzinger and Valentine (1963) investigated "toplevel" supervisory military and civilian personnel from the Air Defense Command. The Air Defense Survey indicated thirty seven percent of communications were directed upward, the same amount downward, the remainder laterally directed. They also found that sixty seven percent of military communications were oral, in

contrast to the academicians eighty percent. Their survey covered a cross section of military and civilian populations, and indicated that none of the percentage values they found had any significant relationships to rank or status.

Crowe (1972) used an interpersonal accommodation model to describe the influence between the superordinate and the subordinate. This model posits the various roles of the superordinate and subordinate as being in a behavioral preference structure which breaks down broad areas of behavior into specific segments of activity according to the requirements of the situation. The interpersonal accommodation model suggests that superordinates will vary their role to that of the subordinates irrespective of their own preferences. This shift in role styles has as its basis the combined strength of the subordinates is greater than that of the individual superordinate, and that the superordinate is dependent upon the subordinates to do a task. As a result both the superordinate and subordinates will have to make some adjustments in their preferred roles.

Sweney (1970) developed the Response to Power Model to define the expected interaction relationships between superordinates and their subordinates. Both the superordinate and the subordinate may indicate a preference for any or all of the roles. This model does not attempt to

define which role is the best to utilize in any environmental situation, but suggests that the role can and perhaps sould adapt to the role that can best handle the problems that develop.

The superordinate and subordinate roles can be defined in terms of communication styles, dominate personality characteristics, frustration response, goals, values and sociometric behavior. These behavior characteristics are shown in figures one and two.

While the Response to Power Model measures role preferences, that is, how an individual would behave if there were no organizational environment pressures, it is realized that these pressures do exist and tend to divert the individuals preferred behavioral roles. The Supervise Ability Scale and the Responsibility Index, Sweney (1972) were developed to measure the same three superordinate and subordinate roles as the Response to Power Measure, but to measure them from a different point of view. Both the Supervise Ability Scale and the Responsibility Index reflect pressure toward the socially desirable role behavior.

Sweney's Response to Power Measure utilizes questionnaires to determine roles rather than Webber's method of interviews. This allows less skilled individuals to administer the questionnaires without determental effects on the results. In addition, the model defines the

position between the two end points of the continuum between authoritarian and supportive as suggested by both Webber and Sayles. The Sweney model also defines the subordinate roles which interact with and react to the superordinate roles.

CHAPTER II

METHOD

SUBJECTS, MILITARY SAMPLE

The subjects in this study were personnel of the 381st Strategic Missile Wing, McConnell Air Force Base, Kansas. The respondents ranged from the lowest rank of E-2 (Airman) through O-5 (Lieutenant Colonel). Detailed information concerning the number of respondents by rank appears in table 1.

TABLE 1

NUMBER OF MILITARY RESPONDENTS BY RANK

RANK	NUMBER OF RESPONDENTS	RANK	NUMBER OF RESPONDENTS
E-2	3	O-1	17
E-3	48	O-2	34
E-4	73	O-3	47
E-5	44	O-4	3
E-6	29	O-5	6
E-7	30		
E-8	5		

DATA COLLECTION PROCEDURE, MILITARY SAMPLE

The instrument used in the study was personally addressed to the individual via the military post office. It was felt that personally addressed instruments would elicit the highest possible return rate. The belief that personally addressed questionnaires would bring the

highest return rate was in part confirmcd by the complete lack of response from the unaddressed questionnaires left in the squadron orderly rooms for those individuals that did not have a personally addressed questionnaire. Those unaddressed questionnaires were left in the orderly rooms because the investigators realized that the mailing list was obsolete, even though it was the latest list available at that time. As noted in table 2 there were a high number of unclaimed questionnaires. The total number of unclaimed questionnaires includes those individuals who were seperated from the service and those deceased. Personnel were requested to return the completed questionnaires to their respective orderly rooms within five days. The military sample instrument is found in the appendix, item a.

DISTRIBUTION AND UTILIZATION OF MILITARY QUESTIONNAIRES

TOTAL DISTRIBUTED	TOTAL RETURNED	TOTAL UNCLAIMED	TOTAL FILLED OUT BUT UNUSED	TOTAL USED IN CALCULATIONS
1150	656	280[a]	35[b]	341

a. Obsolete mailing list, the latest one available was used for this mailing.

b. Information was not filled out completely or a logical error in the completed form.

INSTRUMENT CONSTRUCTION, MILITARY SAMPLE

The format of the military instrument evolved as a result of analyzation of data collected by previous instruments. Earlier editions indicated that the personnel of the military sample had considerable difficulty understanding

the format employed. Particular trouble was indicated in understanding that the dichotomous categories of communication variables should add to 100 percent. In order to reduce the ambiguity in this instrument, an example of a typical communication situation was analyzed and a sample questionnaire was included in the instructions.

SUBJECTS, INDUSTRIAL SAMPLE

The subjects in the industrial sample were assigned to one of the three shifts, usually the higher senority supervisors were assigned to the first shift. The first shift subjects were tested on 'company time', the second and third shift supervisors were tested on their own time. The supervisors ranged in age from 24 through 64, the median age being 43. There were minority group members within the sample, but the exact number, or identification of minority group members was not maintained. All industrial sample members were male. Of the one hundred fifty individuals tested, fifty one subordinates could be matched with twenty two of their individual superordinates for a total sample size of seventy three.

DATA COLLECTION PROCEDURE, INDUSTRIAL SAMPLE

Prior to the start of a series of leadership training seminars, the Response to Power Measure, the Supervise Ability Scale and the Responsibility Index instruments were ddministered. The testing groups varied in size, but there were never more than thirty four or less than fifteen

in a testing group. The testing sessions, for the most part were held during off duty hours as explained above. The instructions given for the testing sessions were the standard instructions found on the front of the test booklets. On the last day of the five training sessions the participants were asked to complete the communication questionnaires. The questionnaires were prefa-ed with a statement which followed this thought: " We are inter ested in how much time you think you spend in communicating with those with whom you work. Don't think of your best day or your worse day. If you bent a fender on your car in the parking lot this morning, this hasn't been a good day for you. Think of a day that was less hectic. We would like for you to think in terms of speaking, listening, reading and writing, and how your total communication activities are broken down into these activities. Then we would like to have you write down what percentage of each of these activities you spend with your supervisor, your subordinates and those who have the same rank that you have."

INSTRUMENTS, INDUSTRIAL SAMPLE

The communication questionnaire for the industrial sample is shown in the index, item b; the Response to Power Measure, item c; the Supervise Ability Scale, item d; the Responsibility Index, item e. The role styles determined by the Response to Power Measure, the Supervise

Ability Scale and the Responsibility Index are shown in Figures one and two.

FIGURE 1

CHARACTERISTICS OF SUPERORDINATE ROLE STYLES

	AUTHORITARIAN	EQUALITARIAN	PERMISSIVE
MANAGEMENT STYLES	Theory "X" Autocratic Paternalistic Coercive Subjective	Theory "Y" Participative Rational Motivative Objective	Missionary Permissive Indulgent Seductive Subjective
COMMUNICATION STYLES	No-sayer Yes-seeker	Truth-sayer Truth-seeker	Yes-sayer No-seeker
FRUSTRATION REACTIONS	Problem seeker Extropunitive Blames others	Solution seeker Impunitive Directs frustration towards situations not individuals	Problem seeker Intropunitive Blames self and system
REACTION TO SUBORDINATE	Rewards to pleaser Rejects the rebel	Works best with Critic-Co operator Suspicious of other roles	Fixates on Rebel Tolerates pleaser Misperceives Rebel to be Critic-Co-Operator
SOCIOMETRIC BEHAVIOR	Accepts few Rejects many	Accepts moderately Rejects moderately	Rejects few Accepts many
REWARDS SOUGHT	Fear	Respect	Love
VALUES	Force	Knowledge	Kindness

CHARACTERISTICS OF SUBORDINATE ROLE STYLES

	REBEL	CRITIC-CO-OPERATOR	INGRATIATOR
WORKER STYLES	Troublemaker Complainer Protester	Idea Man Honest Critic Co-operator	Organization man Yes-man Submissive
STYLES	No-Sayer Yes-Seeker	Truth-Sayer Truth-Seeker	Yes-Sayer No-Seeker
FRUSTRATION REACTIONS	Extrapunitive Blames others Sadistic	Impunitive Seeks Solution	Intropunitive Blames Self Masochistic
REACTIONS TO SUPER-ORDINATES	Resents Dictators Exploits the Tolerator Impatient with Particapator	Tolerates the Dictator Works with the Participator Pities the Tolerator	Admires the Dictator Impatient with the Participator Contempt for the Tolerator
SOCIOMETRIC BEHAVIORS	Accepts few Rejects many	Accepts Moderately Rejects Moderately	Accepts Many Rejects Few
REWARDS SOUGHT	Fear and Respect	Self-Realization	Acceptance
VALUES	Change	Accomplishment	Praise

INDUSTRIAL SAMPLE BACKGROUND

The company from which the industrial sample was gathered is well established in its field. There have been no appreciable labor-management problems within the last twenty years. The physical plant is located on the outskirts of a smaller city of approximately 20,000 population. The city is located in what is considered to be mid-America.

Promotion to first line supervisory positions and subsequent positions are "from within". The first line supervisors have considerable experience and expertice on the machines and processes they supervise. Promotion to first line supervision can be rather rapid, as promotion is based to a large extent upon the mechanical abilities of the emplcyee. The elevation from first line supervisor to higher positions generally requires several years experience as a first line supervisor, however, there are exceptions. Some of the subjects have over twenty years experience with the company as first line supervisors.

The company is in a period of transition; there are to be changes in the upper levels of management; there is to be an expansion program started soon, which when coupled with the high rate of hourly paid employee turnover, means constant training and retraining for

the line supervisors.

ANALYSIS OF DATA

The industrial sample was analyzed by use of a Pearson Product Moment Correlation program using Wichita State University's IBM 360/44 computer. Actual percentages of total communication time were used in the correlation matrices. This actual percentage of total communication time was computed by multiplying the individual percentage of time spent with the various modes; speaking, reading, listening or writing by the percentage of time spent with subordinates, superordinates of equal ranking individuals. For example, if forty percent of the individual's total time was spent speaking, and thirty percent of speaking time was directed towards his subordinates; the actual percentage of total communication time spent speaking to subordinates would have been recorded as twelve percent.

CHAPTER III

RESULTS

Table 3 indicates the means of the percentages of time spent of various communication modes for the various studies mentioned in chapter 1. It is interesting to note that the academic associated studies tend to have a larger percentage of time devoted to oral communications than the industrial and military studies. No statistical analysis of the data presented in this table was completed.

Table 4 divides the percentages of time spent in communication modes into the individual Superordinate/ Subordinate roles as determined by the Response to Power Measure. Those individuals whose responses to the Response to Power Measure indicated a Permissive Superordinate role were not included due to the low number of subjects that fell into this category.

Table 5 compares the results of Burns' study with those found by the industrial study and the Goetzinger and Valentine studies. These studies were the ones found in the research of the literature that compared the communication mode usage by superordinates, peers and subordinates. However, in Burns' study the department managers were the head of the departments, in the industrial sample of this study the department managers were subordinate to two other levels of management within the factory. This difference in the definition of super-

ordinates may have led to the rather large differences reported by the department managers interactions with their superordinates. The industrial organization hierarchy is shown in figure 3.

TABLE 3

MEANS OF THE PERCENTAGE OF TIME SPENT ON VARIOUS COMMUNICATION MODES

	N	LISTENING	READING	SPEAKING	WRITing	TOTAL VISUAL	TOTAL ORAL
MILITARY DIARY III	341	36.0	20.4	33.1	10.4	30.9	69.1
INDUSTRIAL SAMPLE	186	39.5	15.5	2917	16.7	32.6	67.4
COMBINED INDUSTRIAL AND MILITARY	526	37.2	18.7	31.9	12.6	31.5	68.5
RANKIN'S CHILDREN	*	42.1	15.0	31.9	11.0	26.0	74.0
RANKIN'S ADULTS	68	45.0	16.0	30.0	9.9	25.0	75.0
GOETZINGER AND VALENTINE* MILITARY	*	*	*	*	*	33.0	67.0
GOETZINGER AND VALENTINE* ACADEMIC	*	*	*	*	*	21.0	79.0

*indicates data was not reported.

TABLE 4

MANUFACTURING SUMMARY

PERCENTAGES OF TIME SPENT ON COMMUNICATION INTERACTIONS

COMMUNICATION INTERACTIONS WITH	SUPERORDINATE/SUBORDINATE ROLES					
	A/I	A/C	A/P	E/I	E/C	E/P
SUPER ORDINATES	32.13	19.63	27.74	22.78	31.07	26.11
PEERS	27.13	28.25	22.57	27.42	20.54	24.89
SUBORDINATES	46.88	49.09	43.74	48.89	48.90	47.88
TOTAL INPUTS	42.33	45.52	41.74	41.87	36.26	45.44
TOTAL OUTPUTS	57.67	54.48	58.26	58.13	63.74	54.56

TABLE 5

PERCENTAGE OF TIME SPENT IN SUPERIOR-SUBORDINATE INTERACTIONS

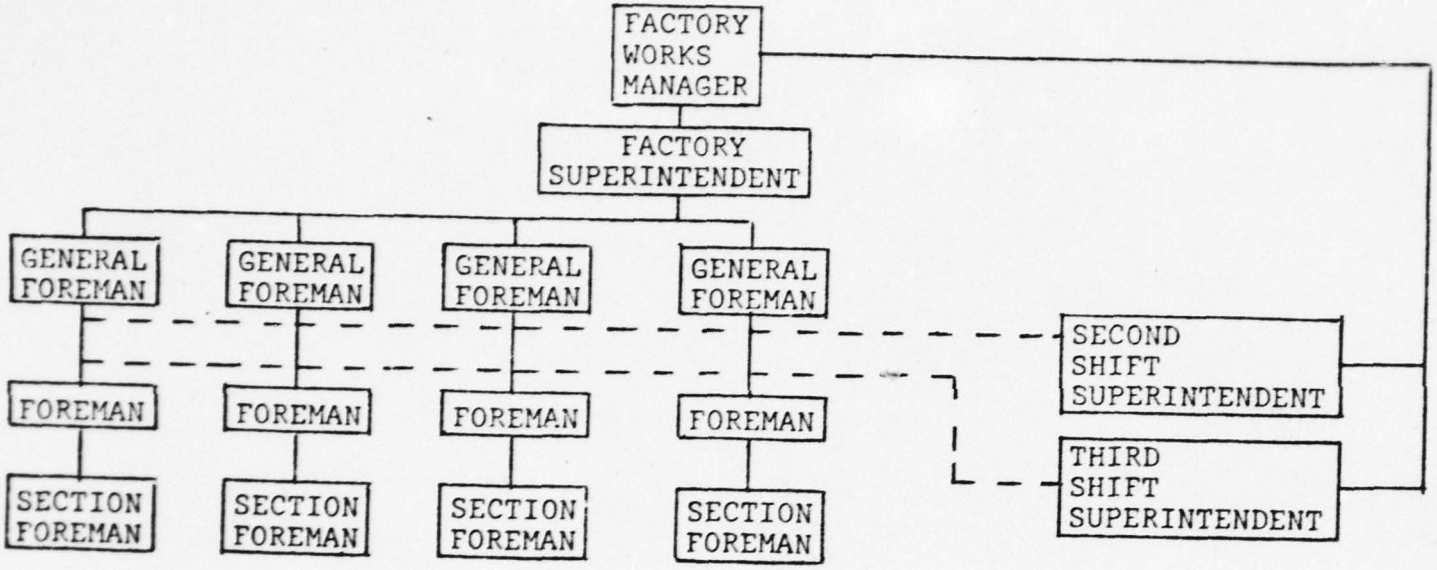
			BURN'S	INDUSTRIAL
DEPARTMENT MANAGERS	INTERACTING WITH	SUPERORDINATE	6%	22.1%
		PEERS	29%	26.9%
		SUBORDINATES	65%	50.2%
SECTION FOREMAN	INTERACTING WITH	SUPERORDINATE	34%	26.7%
		PEERS	46%	22.3%
		SUBORDINATES	20%	48.9%

GOETZINGER AND VALENTINE

			MILITARY	ACADEMIC
	INTERACTION WITH	SUPERORDINATE	37%	26%
		PEERS	26%	41%
		SUBORDINATES	37%	33%

TABLE 6

TABLE OF ORGANIZATION FOR THE INDUSTRIAL SAMPLE



Tables 7, 8 and 9 are the listing of the various preferred Superordinate/Subordinate roles as determined by the Response to Power Measure. If the numbers listed under each category are totaled the sum will be more than the listed total sample size. This apparent discrepancy is due to the listing of those with tied scores in each of the tied categories. All industiral subjects were grouped together, disregarding their organizational hierarchy roles.

Tables 10 and 11 list the correlations between the Superordinate's communication mode usage and his superordinate and subordinate roles. The Response to Power roles are the preferred roles, the Supervise Ability Scale and the Responsibility Index indicate the pressure roles. All roles, both those tied and those not tied were used in the computations.

Tables 12 and 13 list the correlations between the Superordinate's communication mode usage and his subordinate's superordinate and subordiante roles. The subordinate's preferred roles were determined by the Response to Power Measure, the pressure roles by the Supervise Ability Scale and the Responsibility Index. These two tables indicate the effect the Superordinate role style has on the subordinates communication mode usage.

Tables 14 and 15 list the correlations between the subordinate's communication mode usage and his super-

ordinate and subordinate role styles.

Tables 16 and 17 list the correlations between the Subordinate's communication mode usage and his Superordinate's roles. These two tables indicate the effect of the subordiante's role style on the superordinate's communication mode usage.

TABLE 7

CLASSIFICATION OF SUBJECTS BY PREFERRED ROLE AS DETERMINED BY THE RESPONSE TO POWER MEASURE: INDUSTRIAL SAMPLE

COMBINED SUPERORDINATE/ SUBORDINATE ROLES	NUMBER OF SUBJECTS IN THIS CLASSIFICATION
AUTHORITARIAN/INGRATIATOR	19
AUTHORITARIAN/REBEL	12
AUTHORITARIAN/CRITIC	11
AUTHORITARIAN/CRITIC-INGRATIATOR	5
AUTHORITARIAN/REBEL-INGRATIATOR	4
AUTHORITARIAN/CRITIC-REBEL	4
AUTHORITARIAN-EQUALITARIAN/INGRATIATOR	5
AUTHORITARIAN-EQUALITARIAN/CRITIC	5
AUTHORITARIAN-PERMISSIVE/REBEL	2
AUTHORITARIAN-EQUALITARIAN/CRITIC-INGRATIATOR	1
AUTHORITARIAN-PERMISSIVE/CRITIC-INGRATIATOR	1
AUTHORITARIAN-EQUALITARIAN/REBEL	1
AUTHORITARIAN/REBEL-CRITIC-INGRATIATOR	1

Tied score roles are hyphenated: ie. AUTHORITARIAN-EQUALITARIAN/INGRATIATOR indicates tied scores for the superordinate roles of AUTHORITARIAN AND EQUALITARIAN: with a single subordinate role of INGRATIATOR.

TABLE 8

CLASSIFICATION OF SUBJECTS BY PREFERRED ROLE AS DETERMINED BY THE RESPONSE TO POWER MEASURE: INDUSTRIAL SAMPLE

COMBINED SUPERORDINATE/ SUBORDINATE ROLES	NUMBER OF SUBJECTS IN THIS CLASSIFICATION
EQUALITARIAN/INGRATIATOR	29
EQUALITARIAN/CRITIC	11
EQUALITARIAN/REBEL	9
EQUALITARIAN/REBEL-INGRATIATOR	1
EQUALITARIAN/CRITIC-INGRATIATOR	4
EQUALITARIAN/CRITIC-REBEL	2
EQUALITARIAN-AUTHORITARIAN/INGRATIATOR	5
EQUALITARIAN-AUTHORITARIAN/CRITIC	5
EQUALITARIAN-AUTHORITARIAN/REBEL	1
EQUALITARIAN-PERMISSIVE/INGRATIATOR	4
EQUALITARIAN-PERMISSIVE/REBEL	1
EQUALITARIAN-PERMISSIVE/REBEL-INGRATIATOR	2
EQUALITARIAN-AUTHORITARIAN/CRITIC-INGRATIATOR	1

Tied score roles are hyphenated: ie, EQUALITARIAN-AUTHORITARIAN/INGRATIATOR indicates tied scores for the superordinate roles of EQUALITARIAN and AUTHORITARIAN: with a single subordinate role of INGRATIATOR.

TABLE 9

CLASSIFICATION OF SUBJECTS BY PREFERRED ROLE AS DETERMINED BY THE RESPONSE TO POWER MEASURE: INDUSTRIAL SAMPLE

COMBINED SUPERORDINATE/ SUBORDINATE ROLES	NUMBER OF SUBJECTS IN THIS CLASSIFICATION
PERMISSIVE/REBEL	2
PERMISSIVE/CRITIC	2
PERMISSIVE/INGRATIATOR	7
PERMISSIVE-AUTHORITARIAN/REBEL	2
PERMISSIVE-EQUALITARIAN/INGRATIATOR	6
PERMISSIVE-EQUALITARIAN/CRITIC	1
PERMISSIVE-EQUALITARIAN/REBEL-INGRATIATOR	1
PERMISSIVE-AUTHORITARIAN/CRITIC-INGRATIATOR	1

Tied score roles are hyphenated; ie, PERMISSIVE-EQUALITARIAN/CRITIC indicates tied scores for the superordinate roles of AUTHORITARIAN and EQUALITARIAN: with a single subordinate role of CRITIC.

Tables 10 through 17 indicate the correlations of the communication mode usage with the preferred and pressure roles. The notable portion of these tables is following the changes of mode usage as the roles change from preferred to pressure. The preferred roles are listed first.

Table 18 has all subjects grouped together disregarding their organizational hierarchial position. Those individuals having tied superordinate scores on the Response to Power Measure were listed under each of the tied score roles. Due to the multiple listing, the total number of subjects will be less than the sum of the individuals in each category.

TABLE 10

CORRELATIONS BETWEEN THE SUPERORDINATE'S COMMUNICATION MODES AND HIS SUBORDINATE ROLES AS DETERMINED BY THE RESPONSE TO POWER MEASURE AND THE RESPONSIBILITY INDEX

COMMUNICATION MODE	CRITIC		REBEL		INGRATIATOR	
	RPM	RI	RPM	RI	RPM	RI
TOTAL SPEAKING	-.169	-.047	.066	-.212*	-.170	.306***
TOTAL READING	.178	-.218*	-.178	.410***	-.169	-.222*
TOTAL LISTENING	.126	.203*	.010	.101	.370***	-.239**
TOTAL WRITING	-.002	.003	.010	-.063	-.019	-.048
SPEAKING TO SUPERORDINATE	-.439***	-.331***	.087	.004	.003	.338***
SPEAKING TO EQUALS	-.204*	.060	.229**	.064	-.244**	.040
SPEAKING TO SUBORDINATES	.104	.035	-.168	-.309***	-.042	.218*
READING FROM SUPERORDINATE	.221*	-.161	-.346***	.160	-.203*	-.053
READING FROM EQUALS	.036	-.016	.007	.317***	.026	-.248**
READING FROM SUBORDINATES	.009	-.163	.044	.278**	-.052	-.134
LISTENING TO SUPERORDINATE	-.458***	-.157	.223*	.151	.055	.105
LISTENING TO EQUALS	-.084	.116	-.293**	.277**	-.071	-.448***
LISTENING TO SUBORDINATES	.352***	.125	.087	-.096	.432***	-.067
WRITING TO SUPERORDINATE	-.052	-.047	.393***	-.050	.063	.050
WRITING TO EQUALS	-.412***	-.084	-.178	-.122	-.388***	.159
WRITING TO SUBORDINATES	.218*	.073	-.118	.014	.093	-.161

* .10 $\geq$ .191
** .05 $\geq$ .228
*** .01 $\geq$ .297

TABLE 11

CORRELATIONS BETWEEN THE SUPERORDINATE'S COMMUNICATION MODES AND HIS SUPERORDINATE ROLES AS DETERMINED BY THE RESPONSE TO POWER MEASURE AND AND THE SUPERVISE ABILITY SCALE

	AUTHORITARIAN		EQUALITARIAN		PERMISSIVE	
	RPM	SAS	RPM	SAS	RPM	SAS
TOTAL SPEAKING	.149	-.156	.017	.105	-.211*	.188
TOTAL READING	-.341***	.255**	-.045	-.180	-.020	-.054
TOTAL LISTENING	-.032	-.072	-.062	.090	.171	-.042
TOTAL WRITING	.038	.122	.063	-.116	.134	-.180
SPEAKING TO SUPERORDINATE	-.172	-.027	-.052	.050	-.112	.093
SPEAKING TO EQUALS	.158	.042	-.186	-.142	-.012	.241**
SPEAKING TO SUBORDINATES	.142	-.231**	.178	.225*	-.218*	.037
READING FROM SUPERORDINATE	-.399***	-.072	-.120	.122	-.060	.010
READING FROM EQUALS	-.319***	.278**	-.014	-.182	.038	.022
READING FROM SUBORDINATES	.052	.252**	.055	-.233**	-.023	-.105
LISTENING TO SUPERORDINATE	-.157	.132	-.362***	.053	-.348***	-.192
LISTENING TO EQUALS	-.116	.016	.232**	-.041	-.117	.062
LISTENING TO SUBORDINATES	.081	-.131	-.065	.112	.371***	-.027
WRITING TO SUPERORDINATE	.074	.350***	-.165	-.146	-.002	-.406***
WRITING TO EQUALS	-.376***	.041	.233**	.043	-.137	-.132
WRITING TO SUBORDINATES	.193*	-.071	.053	-.078	.224*	.087

* .10 $\geq$ .191
** .05 $\geq$ .228
*** .01 $\geq$ .297

TABLE 12

CORRELATION BETWEEN THE SUPERORDINATE'S COMMUNICATION MODES AND HIS SUBORDINATE'S SUBORDINATE ROLE AS DETERMINED BY THE RESPONSE TO POWER MEASURE AND THE RESPONSIBILITY INDEX

	CRITIC		REBEL		INGRATIATOR	
	RPM	RI	RPM	RI	RPM	RI
TOTAL SPEAKING	.095	.302***	.064	-.121	.112	-.087
TOTAL READING	-.059	-.114	-.061	-.079	-.073	.133
TOTAL LISTENING	-.049	-.205*	-.070	.194*	.221*	-.120
TOTAL WRITING	.017	-.142	.017	.027	-.035	.150
SPEAKING TO SUBERORDINATE	.143	.167	.021	-.113	-.073	-.003
SPEAKING TO EQUALS	.062	.084	.090	.030	.054	-.114
SPEAKING TO SUBORDINATES	.024	.254**	.010	-.129	.137	-.026
READING FROM SUPERORDINATE	.033	.024	-.054	-.078	-.020	.068
READING FROM EQUALS	.048	-.026	-.046	-.026	-.128	-.019
READING FROM SUBORDINATES	-.143	-.181	-.010	-.027	-.007	.151
LISTENING TO SUPERORDINATE	.238**	-.019	-.082	.100	-.010	-.116
LISTENING TO EQUALS	.092	.028	.078	.127	-.011	-.203*
LISTENING TO SUBORDINATES	-.194	-.239**	-.091	.118	.025	.009
WRITING TO SUPERORDINATE	-.058	-.076	-.127	-.023	-.175	.131
WRITING TO EQUALS	.082	.139	.115	.006	-.066	-.113
WRITING TO SUBORDINATES	-.061	-.193*	.042	.044	-.006	.156

* .10 $\geq$ .191
** .05 $\geq$ .228
*** .01 $\geq$ .297

TABLE 13

CORRELATION BETWEEN THE SUPERORDINATE'S COMMUNICATION MODES AND HIS SUBORDINATE'S SUPERORDINATE ROLES AS DETERMINED BY THE RESPONSE TO POWER MEASURE AND THE SUPERVISE ABILITY SCALE

	AUTHORITARIAN		EQUALITARIAN		PERMISSIVE	
	RPM	SAS	RPM	SAS	RPM	SAS
TOTAL SPEAKING	-.100	.178	-.135	.050	-.069	-.182
TOTAL READING	.104	.010	-.014	-.079	.124	.037
TOTAL LISTENING	.007	-.221*	.037	.082	.082	.123
TOTAL WRITING	.065	-.035	.156	-.097	-.062	.105
SPEAKING TO SUPERORDINATE	-.140	-.020	.063	-.040	.074	.037
SPEAKING TO EQUALS	-.027	.099	-.053	.021	.053	-.124
SPEAKING TO SUBORDINATES	-.050	.163	-.159	.063	-.150	-.156
READING FROM SUPERORDINATE	-.014	.172	-.107	-.010	.073	-.152
READING FROM EQUALS	-.022	-.071	.153	.057	.151	-.023
READING FROM SUBORDINATES	.174	-.109	-.003	-.154	.039	.225*
LISTENING TO SUPERORDINATE	-.062	-.279**	.169	.078	.061	.163
LISTENING TO EQUALS	-.040	-.085	-.005	-.010	.079	.054
LISTENING TO SUBORDINATES	.046	-.105	-.016	.070	.032	.052
WRITING TO SUPERORDINATE	-.011	-.064	.223*	-.030	-.172	.026
WRITING TO EQUALS	-.068	.165	-.037	-.183	.024	-.028
WRITING TO SUBORDINATES	.115	-.089	.076	-.010	.016	.126

* .10 $\geq$ .191
** .05 $\geq$ .228
*** .01 $\geq$ .297

TABLE 14

CORRELATIONS BETWEEN THE SUBORDINATE'S COMMUNICATION MODES AND HIS SUBORDINATE ROLE AS DETERMINED BY THE RESPONSE TO POWER MEASURE AND THE RESPONSIBILITY INDEX

	CRITIC		REBEL		INGRATIATOR	
	RPM	RI	RPM	RI	PRM	RI
TOTAL SPEAKING	.084	-.282**	.119	.093	-.010	.168
TOTAL READING	-.010	.081	.076	.069	-.013	-.192*
TOTAL LISTENING	.025	.360***	-.140	-.174	.020	-.114
TOTAL WRITING	-.232**	-.161	-.108	.009	-.008	.138
SPEAKING TO SUPERORDINATE	0.141	-.177	.126	.025	.117	.129
SPEAKING TO EQUALS	-.236**	-.287**	.006	.233**	-.065	-.005
SPEAKING TO SUBORDINATES	.278**	-.078	.056	-.023	-.037	.120
READING FROM SUPERORDINATE	.063	.124	.084	-.149	.072	.083
READING FROM EQUALS	-.105	.001	-.082	.080	-.045	-.155
READING FROM SUBORDINATES	-.243**	.034	.089	-.038	-.001	.050
LISTENING TO SUPERORDINATE	.001	.267**	-.035	-.232**	.198	.071
LISTENING TO EQUALS	-.213*	.093	-.104	-.017	-.108	-.068
LISTENING TO SUBORDINATES	.137	.314***	-.144	-.091	-.032	-.189
WRITING TO SUPERORDINATE	.072	-.220*	.104	.028	.019	.159
WRITING TO EQUALS	-.275**	.131	-.361***	-.168	-.062	.109
WRITING TO SUBORDINATES	-.153	-.195*	.147	.136	.072	.011

* .10 $\geq$ .191
** .05 $\geq$ .228
*** .01 $\geq$ .297

TABLE 15

CORRELATIONS BETWEEN THE SUBORDINATE'S COMMUNICATION MODES AND HIS SUPERORDINATE ROLES AS DETERMINED BY THE RESPONSE TO POWER MEASURE AND THE SUPERVISE ABILITY SCALE

	AUTHORITARIAN		EQUALITARIAN		PERMISSIVE	
	RPM	SAS	RPM	SAS	RPM	SAS
TOTAL SPEAKING	.103	.274**	-.022	-.231**	.085	-.067
TOTAL READING	-.072	-.143	-.121	.052	-.125	.066
TOTAL LISTENING	.110	-.129	-.058	.323**	.119	-.151
TOTAL WRITING	-.283**	-.066	.293**	-.179	-.182	.247**
SPEAKING TO SUPERORDINATE	.114	.271**	-.009	-.283**	.107	-.029
SPEAKING TO EQUALS	.003	.268**	.031	-.288**	-.001	-.045
SPEAKING TO SUBORDINATES	.047	.036	-.035	.029	.037	-.040
READING FROM SUPERORDINATE	.009	-.242**	-.117	.124	.005	.119
READING FROM EQUALS	.034	-.024	-.156	.124	-.149	-.111
READING FROM SUBORDINATES	-.002	.077	-.044	-.070	-.189	-.043
LISTENING TO SUPERORDINATE	.129	-.065	-.038	.123	.231**	-.000
LISTENING TO EQUALS	.088	-.051	.056	.068	.012	.010
LISTENING TO SUBORDINATES	.041	-.106	-.084	.350***	.023	-.225*
WRITING TO SUPERORDINATE	-.096	-.073	.088	-.051	-.039	.214
WRITING TO EQUALS	-.319***	.016	.198*	-.154	-.069	.088
WRITING TO SUBORDINATES	.072	.031	.126	-.041	-.162	.048

* .10 $\geq$ .191
** .05 $\geq$ .228
*** .01 $\geq$ .297

TABLE 16

CORRELATION BETWEEN THE SUBORDINATE'S COMMUNICATION MODES AND HIS SUPERORDINATE'S SUBORDINATE ROLE AS DETERMINED BY THE RESPONSE TO POWER MEASURE AND THE RESPONSIBILITY INDEX

	CRITIC		REBEL		INGRATIATOR	
	RPM	RI	RPM	RI	RPM	RI
TOTAL SPEAKING	.108	.043	.030	.067	.075	-.090
TOTAL READING	-.142	.071	-.095	-.060	-.180	.000
TOTAL LISTENING	.073	-.146	-.036	-.020	.146	.128
TOTAL WRITING	-.095	.029	.146	.013	-.123	-.041
SPEAKING TO SUPERORDINATE	.066	-.035	.164	-.242**	.162	.196*
SPEAKING TO EQUALS	-.051	-.237**	-.079	.164	-.106	-.006
SPEAKING TO SUBORDINATES	.104	.180	-.015	-.114	.046	-.191*
READING FROM SUPERORDINATE	-.079	.116	-.104	-.010	.060	-.053
READING FROM EQUALS	.086	.092	-.114	-.005	-.217*	-.066
READING FROM SUBORDINATES	-.251**	.015	.078	-.172	-.352***	.146
LISTENING TO SUPERORDINATE	-.045	-.101	.054	-.285**	.081	.348***
LISTENING TO EQUALS	.013	-.217***	.030	.192*	-.097	.047
LISTENING TO SUBORDINATES	.132	.009	-.094	.044	.209*	-.048
WRITING TO SUPERORDINATE	-.102	-.130	.120	.031	0.032	.053
WRITING TO EQUALS	.053	.109	.097	-.013	-.004	-.043
WRITING TO SUBORDINATES	-.088	.057	-.003	.010	-.168	-.081

* .10 $\geq$ .191
** .05 $\geq$ .228
*** .01 $\geq$ .297

TABLE 17

CORRELATIONS BETWEEN THE SUBORDINATE'S COMMUNICATION MODES AND HIS SUPERORDINATE'S SUPERORDINATE ROLE AS DETERMINED BY THE RESPONSE TO POWER MEASURE AND THE SUPERVISE ABILITY SCALE

	AUTHORITARIAN		EQUALITARIAN		PERMISSIVE	
	RPM	SAS	RPM	SAS	RPM	SAS
TOTAL SPEAKING	.020	-.064	-.135	.050	-.048	.018
TOTAL READING	-.066	.024	.199*	-.001	-.032	-.053
TOTAL LISTENING	-.022	.000	-.002	-.070	.151	.144
TOTAL WRITING	-.036	.126	-.025	-.007	-.093	-.194*
SPEAKING TO SUPERORDINATE	.329***	-.103	-.034	.174	-.076	-.114
SPEAKING TO EQUALS	-.213*	-.066	.055	.005	.077	.040
SPEAKING TO SUBORDINATES	-.051	.009	-.157	-.034	-.048	.060
READING FROM SUPERORDINATE	-.031	-.082	.098	.085	.062	-.026
READING FROM EQUALS	-.115	-.054	.074	.121	-.050	0.122
READING FROM SUBORDINATES	-.136	.078	.221*	-.001	.080	-.168
LISTENING TO SUPERORDINATE	.140	-.126	.096	.101	.016	.025
LISTENING TO EQUALS	-.202*	.219*	-.028	-.257**	.196*	.072
LISTENING TO SUBORDINATES	-.011	-.028	-.039	-.042	.118	.164
WRITING TO SUPERORDINATE	.151	-.053	-.145	.005	-.085	.039
WRITING TO EQUALS	.037	.140	-.002	-.020	.039	-.210*
WRITING TO SUBORDINATES	-.075	.065	.099	.036	-.067	-.128

* .10 $\geq$ .191
** .05 $\geq$ .228
*** .01 $\geq$ .297

TABLE 18

PERCENTAGE OF TIME SPENT COMMUNICATING WITH SUPERORDINATES, PEERS AND SUBORDINATES CLASSIFIED BY SUPERORDINATE ROLE AS DETERMINED BY THE RESPONSE TO POWER MEASURE

	ALL AUTHORITARIAN N = 71	ALL EQUALITARIAN N = 74	ALL PERMISSIVE N = 24
TOTAL SPEAKING	38.57	39.20	40.63
TOTAL READING	15.60	15.73	12.54
TOTAL LISTENING	28.50	27.47	30.21
TOTAL WRITING	17.04	17.33	16.21
SPEAKING TO SUPERORDINATE	6.67	7.22	8.71
SPEAKING TO EQUALS	8.09	8.45	9.71
SPEAKING TO SUBORDINATES	22.46	23.29	22.00
READING FROM SUPERORDINATE	6.63	6.17	4.05
READING FROM EQUALS	4.31	6.04	3.50
READING FROM SUBORDINATES	4.14	4.25	2.08
LISTENING TO SUPERORDINATE	6.26	5.71	7.00
LISTENING TO EQUALS	6.74	6.93	6.96
LISTENING TO SUBORDINATES	15.37	14.71	15.83
WRITING TO SUPERORDINATE	5.64	4.99	4.21
WRITING TO EQUALS	4.56	6.85	7.50
WRITING TO SUBORDINATES	6.40	5.21	3.25

DISCUSSION

AUTHORITARIAN SUPERORDINATE ROLE

The superordinate in the Authoritarian preference role is not highly correlated either positively or negatively with the superordinate pressure roles. The small negative correlation is with the Equalitarian pressure role, therefore, the Authoritarian would tend to be either Permissive or remain Authoritarian in a pressure situation. If the Authoritarian does retain his role in a pressure situation, the utilization of communication modes does change. While influenced by the preferred Authoritarian role, the individual writes to his subordinates, does not read his superordinate's or peer messages, nor does he write messages to his peers. His writings are directed primarily to his superordinates, but he tends not to speak, read messages from or listen to them. When, in the preferred Authoritarian role, his subordinates tend to be preferred Ingratiators. Their total speaking is positively correlated, their total reading, total listening and total writing is negatively correlated. They do not speak, read, listen or write to him as a superordinate. They do have a tendency to speak, read, listen and write to their own subordinates, however. They do speak to their peers, but do not read, write or listen to them.

AUTHORITARIAN PRESSURE ROLE

The Authoritarian under pressure significantly reduces his total speaking and significantly increases his total reading while slightly increasing his total writing. He still does not speak or read to his subordinates and significantly reduces his speaking and writing to them. There is also more attention paid to his peers, although there is a reduction in the speaking to them, reading listening and writing to the peers significantly increases.

THE SUPERORDINATE AUTHORITARIAN'S SUBORDINATES

The subordinates of both the preferred and pressured Authoritarian have a tendency to be preferred Ingratiating subordinates. As Ingratiators their total speaking and writing is less. Their peers are unattended, with negative correlations in both oral and visual interactions. Overall the Ingratiating subordinates tend to be visual rather than oral communication mode users, their principal communication activities being reading and writing to their superordinates and their own subordinates.

When the subordinate of the preferred Authoritarian is under pressure the role of the subordinate tends to become pressure Critic. As a pressured Critic his total speaking has a high positive correlation with his role. His other use of communication modes are negatively correlated. The pressured Critic does not read and write to his own subordinates. He has a slight tendency to listen, write and speak to his

own peers. His principle communicative activity is speaking to his own subordinates.

If the superordinate is pressure Authoritarian, the subordinate leans toward the pressure Rebel role. As a pressured Rebel he tends to listen and write more, and to speak and read less. He does not read, speak or write to his superordinates, but listens to messages from them. The pressured Rebel almost with draws, having no significant correlations with any of his co-workers or co-managers. His communicative interactions are limited to listening to those in his environment.

EQUALITARIAN SUPERORDINATE ROLE

The preferred Equalitarian superordinate has an almost balanced total communication mode usage. There is slight positive correlation with the outputs of speaking and writing; slight negative correlations with the inputs of reading and listening. He has positive correlations with speaking, reading and writing to his subordinates, a slight negative correlation with listening to his subordinates. He does not attend to his superordinate, having negative correlations with all four communication modes. Listening to his superordinate has a highly negative correlation. His principal correlations are writing and listening to his peers.

EQUALITARIAN PRESSURE ROLE

The Equalitarian under pressure becomes oral with

positive correlations, with total speaking and total listening. His correlations with total reading and total writing are negative. He changes the focus of his interactions from his subordinates to his superordinates. There is less interactions with his own peers.

The preferred Equalitarian superordinate role has a higher correlation with the pressure Permissive role, therefore, the preferred Equalitarian, under pressure may assume a pressured Permissive role. The preferred Equalitarian in the pressure Permissive role changes the focus of his speaking interactions from his subordinates to his superordinates and his peers. There is almost no change in total reading and it is still negatively correlated with the role, but the change is again from the subordinates to the superordinates and the peers. Total reading and total listening are about the same. There is some attention paid to the superordinate, but these are still negatively correlated. The listening to peers and subordinates indicates little changes.

THE SUPERORDINATE EQUALITARIAN'S SUBORDINATES

Both the Preferred Equalitarian and the pressured Equalitarian's subordinates have a preferred Rebel role. As subordinate Rebels the total activities are positively correlated outputs of speaking and writing with negative correlations of reading and listening. The pattern of communication mode usage follows the pattern of the pressured Equalitarian superordinate's. The preferred Rebel subordinate has no significant correlations either positive or negative with any

of his communication interactions. The tendencies are to speak, write and listen to peers, and less attention being paid to the superordinates.

When the preferred Equalitarian's subordinates are under pressure they tend to be Critic-Cooperators. As Critic-Cooperators they tend to be highly vocal. Speaking to their superordinates and equals and especially to their own subordinates. Other than speaking, they pay little attention to their subordinates, especially not listening to them. They do speak, listen and write to their peers, but have a negative correlation in reading messages from them.

PRESSURE EQUALITARIANS SUBORDINATES

If the pressured Equalitarian's subordinates sense pressure, they tend to become a pressured Rebel. The pressured Rebel does not resemble either the preferred Rebel or the pressured Critic-cooperator in his communication mode usage. The pressured Rebel subordinate listens and writes, but does not speak or read. There are no significant correlations of interactions with the co-workers or managers. There is some oral interaction with his peers, but the major communication mode is listening to all his co-workers.

THE PERMISSIVE SUPERORDINATE ROLE

The preferred Permissive superordinate tends to remain permissive when under pressure. This would indicate that he has found the permissive role more effective in accomplishing his own goals, and easier to cope with the

organizational hierarchy when difficulty arises. The preferred Permissive superordinate has positive correlation with total listening and writing with negative correlations with total reading and speaking. There are significant positive correlations with listening and writing to his own subordinates. The correlation with peers are negative except a slight positive correlation with reading messages from his peers. All correlations of interactions with his superordinates are negative.

The pressure Permissive superordinate has positive correlations with total speaking and negative correlation with the other total interactions. Writing to the superordinates is highly negatively significant and listening to the superordinate is also negatively correlated. Other than speaking to his peers there are no other significant interactions.

THE PERMISSIVE SUPERORDINATE'S SUBORDINATES

Whether the superordinate is pressure or preferred Permissive the subordinates tends to be Rebel, both in the pressure and preferred roles. The only significant correlation of either the pressure or preferred Rebel subordinate role is a positive correlation in total listening when in the pressured Rebel role.

CHAPTER IV

CONCLUSIONS

Thomason found that previous studies emphasized the high proportion of a manager's time was spent in communications in general, and in face-to-face communications in particular. He reported the tendency for higher managers to spend relatively more of their time in contact with subordinates than the lower managers was not substanciated by this study.

Burns noted the managers which he studies were likely to make wrong estimates of how they spent their time. He concluded that the sheer volume of episodes would make it impossible to record all the transactions, even with the aid of an observer. Even with the omission of episodes, Thomason and Marples believe the data produced by selfrecording of interactions are sufficiently valid and reliable enough to allow usage.

Marples, like others, believes that the collection of data has been guided more by what is operationally possible than by what is theoritically desirable. Undoubtedly when compling a daily diary or log of communication activities, there are errors. However, if there were an observer present at the communication interactions, the transmission could have been altered to meet the perceived socially desirable communication transaction.

By seeking the total average communication activity, the requirement of noting the unit of communication activity

the episode, is omitted. This unit may have little or no meaning for those who are asked to report, while averaging the day's total communication would seemingly have more face validity to the reporters. There are, of course, errors in the reporting of the average total time spent in the various communication activities which are subject to errors of perception and interpretations as are the reports of communication episodes.

The alternative to the individual reporting of the time spent on the various modes is for one person to estimate the whole group's percentages. This is equally undersirable, as Burns explains, "The reporting individual is only estimating and is not directly involved in the interaction processes."

Within the categories of speaking, writing, reading and listening there are some ambigious situations. For example, when listening are the nods, headshakes and other non-verbal cues considered as speaking? These cues are considered as communications, but are not considered in the sense of speaking or listening. The incidence of this type of communication behavior was not sought, but most certainly was exhibited by the communicators.

This study indicated the preferred and pressured role, both of the superordinate and subordinate do affect the utilization of communication modes. Perhaps, the most significant point has been the assumption that the preferred role will change when the individual perceives he is under

pressure.

The assumption of communication mode usage brings forth other questions concerning the determination of conditions which must exist before the individual changes from his preferred to pressured roles. Further investigation into communication interactions should attempt to determine these conditions as well as the quality of the interactions.

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APPENDICES

APPENDIX A

COMMUNICATIONS DIARY III November, 1971

INSTRUCTIONS

On the following pages you will be asked to describe the approximate proportion of your work day you spend in various types of communication activity. The data you provide will be carefully analyzed, the objective of the analysis being the discovery of a more efficient, informative, and satisfying communication system. Your cooperation is appreciated.

We are concerned about:

(1) the proportion of your communication activity that is input (listening and/or reading) and the proportion that is output (speaking and/or writing);

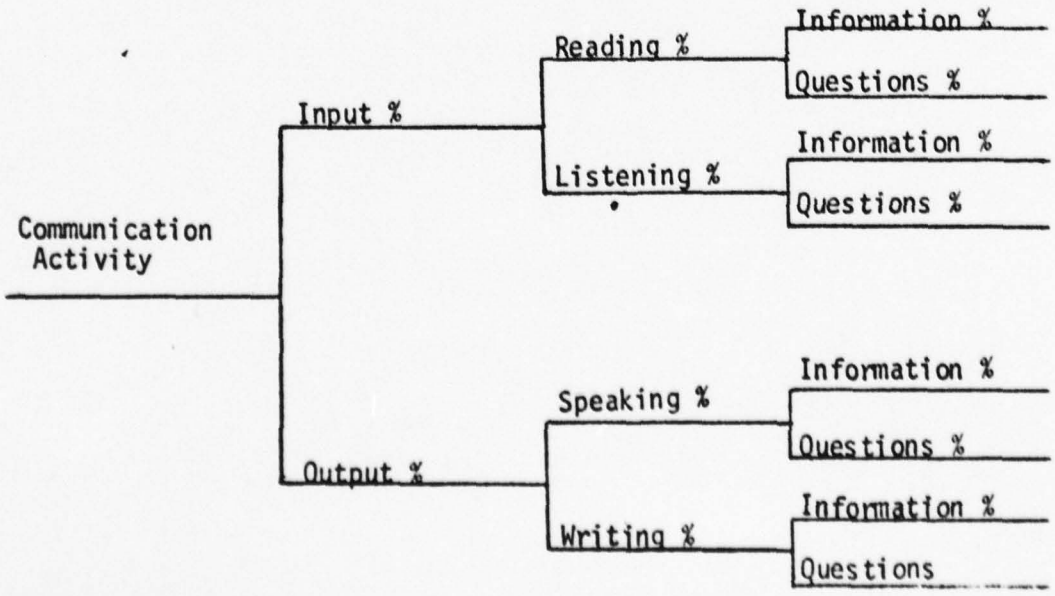
(2) the proportion of your input that is reading and the proportion that is listening:

(3) the proportion of information and the proportion of questions of both reading and listening;

(4) the proportion of your output that is speaking and the proportion that is writing;

(5) the proportion of information and the proportion of questions of both writing and speaking.

The following diagram should help you visualize the breakdown of communication activity.



INSTRUCTIONS (continued)

Consider the following example dealing with one communication event during the regular work day.

> Sgt. Jones wanted a 5-day leave of absence, and so he decided to discuss the situation with his squadron commander, Cpt. Smith. He walked into Smith's office and began presenting his problem. In the course of the discussion Cpt. Smith handed Sgt. Jones a two-page regulation regarding Air Force policy for leaves of absense. Jones read the regulation and had some questions regarding what he read; so he asked Cpt. Smith about it. The discussion continued for a short time. The end result of the discussion was that Sgt. Jones obtained his requested 5-day leave of absence.

In terms of the proportion of the communication event spent in various types of communication activity, the following percentage breakdown can be made.

During approximately 60% of the discussion Sgt. Jones received input; during 40% of the discussion, he gave output. Sgt. Jones estimated that 30% of his input was gotten by reading and the remaining 70% by listening. Of the input obtained by reading 100% was information and 0% was questions. Of the input gotten by listening, about 75% was information, and 25% was questions.

Sgt. Jones' output consisted of only speaking, no writing; therefore, 100% was speaking and 0% was writing. Of the speaking output 50% was information and 50% was questions. Since Jone's output involved no writing, both the percent of writing which was information and that which was questions are both 0%.

Although the breakdown above is only for one communication exchange, in making your breakdown of communication activity, <u>you should consider your whole work day, not just one communication event</u>.

A sample questionnaire exactly like the one you are asked to fill out appears below. Sgt. Jones has filled it out with percentages corresponding to those found in his communication event with Cpt. Smith. Please read it carefully as it is designed to answer questions which you may have when filling out the actual questionnaire. *Please return your completed actual questionnaire to your squadron orderly room within five (5) days.*

Sample Questionnaire

Your name Sgt. John Jones
Your social security number 511-43-2113
Your rank Sgt. E-4

Work day: Regular X : Other _____ Date November 10, 1971

What percentage of total work day was spent receiving inputs? Outputs?

A. Inputs (LISTENING & READING)	60	%
B. Outputs (SPEAKING & WRITING)	+ 40	%
	(100)	%

What percentage of input did you get from listening? From reading?

A. Listening	70	%
B. Reading	+ 30	%
	(100)	%

Of the input you got by listening, what percentage was information? What percentage was questions?

A. Information	75	%
B. Questions	+ 25	%
	(100)	%

Of the input you got by reading, what percentage was information? What percentage was questions?

A. Information	100	%
B. Questions	+ 0	%
	(100)	%

What percentage of output did you produce in speaking? Writing?

A. Speaking	100	%
B. Writing	+ 0	%
	(100)	%

Of the output produced by speaking, what percentage was information? What percentage was questions?

A. Information	50	%
B. Questions	+ 50	%
	(100)	%

Of the output produced by writing, what percentage was information? What percentage was questions? (Notice that information and questions percentages under writing do not add to 100%. The reason is that no writing was involved in the communication event. Hence, the information and question percentages under writing add to 0%.)

A. Information	0	%
B. Questions	+ 0	%
	(0)	%

Please return this questionnaire to your squadron orderly room within five (5) days.

COMMUNICATION DIARY III November, 1971

QUESTIONNAIRE

Your name _____

Your social security number _____

Your rank _____

Work day: Regular _____: Other _____ Date _____

What percentage of total work day was spent receiving inputs? Outputs?

A. Inputs (LISTENING & READING) _____ %

B. Outputs (SPEAKING & WRITING) _____ %

What percentage of input did you get from listening? From reading?

A. Listening _____ %

B. Reading _____ %

Of the input you got by listening, what percentage was information? What percentage was questions?

A. Information _____ %

B. Questions _____ %

Of the input you got by reading, what percentages was information? What percentage was questions?

A. Information _____ %

B. Questions _____ %

What percentage of output did you produce in speaking? Writing?

A. Speaking _____ %

B. Writing _____ %

Of the output produced by speaking, what percentages was information? What percentage was questions?

A. Information _____ %

B. Questions _____ %

Of the output produced by writing, what percentage was information? What percentage was questions?

A. Information _____ %

B. Questions _____ %

APPENDIX B

Form A

Self Scoring

RPM

A SELF ASSESSMENT

Directions

In this booklet are a number of questions expressing attitudes or behaviors to which you are asked to respond. If you agree to a statement most of the time, mark it true by circling the T.(T). If you disagree with the statement circle the F (F). If you really can't decide how you feel about the questions than circle the ? (?).

There are ninety-six short questions to answer. You will be given as much time as you need, but for the best results it is best to respond quickly in order to record your first response. Don't spend too much time on any one question or ask the tester to give advice. If you work rapidly, you should finish in 10 to 15 minutes.

Any questions? If not, open your booklet and begin circling your answers firmly.

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Wichita, Kansas 67218

Form A - Revised

1. I treat people the way they treat me..... T ? F
2. I'm angry about my lack of success ..... T ? F
3. I avoid hasty actions ..... T ? F
4. I'm a good trouble shooter ..... T ? F
5. I like to argue with my friends ..... T ? F
6. I try not to offend people ..... T ? F

7. The best man rises to the top ..... T ? F
8. I need facts to make decisions ..... T ? F
9. I often wonder if anyone really likes me ..... T ? F
10. Cooperation means to agree with the disagreeable ..... T ? F
11. I always live by the Golden Rule ..... T ? F
12. I respect my boss ..... T ? F

13. I like to tell others what to do ..... T ? F
14. I distrust people who pretend to like me ..... T ? F
15. I don't like to hear people complain ..... T ? F
16. Most people try too hard to get along ..... T ? F
17. Most successful people are snobs ..... T ? F
18. A soft answer turns away anger ..... T ? F

19. Power only understands power ..... T ? F
20. It is necessary to fit in with the power structure ..... T ? F
21. I hate to tell others what to do ..... T ? F
22. My opinions are highly respected ..... T ? F
23. I don't respect too many people ..... T ? F
24. I'm a nice person ..... T ? F

25. I (would) demand obedience from my children ..... T ? F
26. Being nice doesn't hurt my effectiveness ..... T ? F
27. I enforce my orders ..... T ? F
28. I work well alone..... T ? F
29. Nice guys finish last ..... T ? F
30. I don't mind being bawled out when I deserve it ..... T ? F

31. I dislike weaklings ..... T ? F
32. I often correct people who are wrong ..... T ? F
33. Most people need help ..... T ? F
34. I don't let people treat me badly ..... T ? F
35. Most bosses are incompetent ..... T ? F
36. I am loyal to those above me ..... T ? F

37. Some people are not worth knowing ..... T ? F
38. People try to take advantage of me ..... T ? F
39. Fighting makes me nervous ..... T ? F
40. People should always tell the truth ..... T ? F
41. I often get angry ..... T ? F
42. People have to work hard at first ..... T ? F

43. Some people only understand force ..... T ? F
44. I want more respect ..... T ? F
45. My friends kid me about my faults ..... T ? F
46. My boss leaves me alone ..... T ? F
47. I continuously fight for my ideas ..... T ? F
48. I want everyone to like me ..... T ? F

49. Most people give in too easily ..... T ? F
50. Other people get credit for my ideas ..... T ? F
51. I usually avoid arguments ..... T ? F
52. I have my boss's respect ..... T ? F
53. Arguments lead to better friendships ..... T ? F
54. I like nearly everybody ..... T ? F

55. Weakness is sinful ..... T ? F
56. I trust most people ..... T ? F
57. I've given in to stubborn people ..... T ? F
58. One should avoid unpopular friends ..... T ? F
59. The world needs to be drastically changed ..... T ? F
60. I want to keep other people happy ..... T ? F

61. People flatter you when they want something ..... T ? F
62. I listen for complaints ..... T ? F
63. I'm easily hurt by criticism ..... T ? F
64. A lot of my time is spent politicking..... T ? F
65. My work is challenging..... T ? F
66. Don't argue with a policeman ..... T ? F

67. Influential friends help one succeed ..... T ? F
68. Most people can't help us ..... T ? F
69. I don't understand why people don't like me more ..... T ? F
70. I like to see things done exactly right ..... T ? F
71. I'm bored with most people ..... T ? F
72. The boss is usually right ..... T ? F

73. I just can't stand incompetence ..... T ? F
74. I want to change things ..... T ? F
75. You have to be kind ..... T ? F
76. My boss respects my work ..... T ? F
77. Being nice has never replaced being right ..... T ? F
78. I follow instructions better than most ..... T ? F

79. People take advantage of nice people ..... T ? F
80. It is healthy to get angry ..... T ? F
81. I enjoy football ..... T ? F
82. I usually like the people I work with..... T ? F
83. I am optimistic ..... T ? F
84. I take orders from someone better than I ..... T ? F

85. The end justifies the means ..... T ? F
86. Workers need a boss to motivate them ..... T ? F
87. I often hide the mistakes of others ..... T ? F
88. The boss seldom bothers me ..... T ? F
89. I don't agree with very many people ..... T ? F
90. I like very much most of the people I know ..... T ? F

91. Most people are waiting to be led ..... T ? F
92. I try harder than most people ..... T ? F
93. Other peoples' needs should come first ..... T ? F
94. Life is too short to waste one's friendships..... T ? F
95. I like to be left alone ..... T ? F
96. I often worry about not pleasing my superiors ..... T ? F

APPENDIX C

CORRELATIONS BETWEEN SUBORDINATE'S ROLE PRESSURES
AND HIS COMMUNICATION MODES
RESPONSIBILITY INDEX

	CRITIC		REBEL		INGRATIATOR	
	Level 1	Level 2	Level 1	Level 2	Level 1	Level 2
TOTAL SPEAKING	-.047	-.282**	-.2.2*	.093	.306***	
TOTAL READING	-.218*	.031	.410***	.069	-.222*	-.192*
TOTAL LISTENING	.203*	.360***	.101	-.174	-.239**	-.114
TOTAL WRITING	.003	-.161	-.063	.009	-.048	.138
SPEAKING TO SUPERORDINATE	-.331***	-.177	.004	.025	.338***	.129
SPEAKING TO EQUALS	.060	-.287**	.064	.233**	.040	-.005
SPEAKING TO SUBORDINATES	.035	-.078	-.309***	-.023	.218*	.120
READING FROM SUPERORDINATE	-.161	.124	.160	-.149	-.053	.083
READING FROM EQUALS	-.016	.001	.317***	.080	-.248**	-.155
READING FROM SUBORDINATES	-.163	.034	.278**	-.038	-.134	.050
LISTENING TO SUPERORDINATE	-.157	.267**	.151	-.232**	.105	.071
LISTENING TO EQUALS	.116	.093	.277**	-.017	-.448	-.068
LISTENING TO SUBORDINATES	.125	.314***	-.096	-.091	-.067	-.189
WRITING TO SUPERORDINATE	-.047	-.220*	-.050	.028	.050	.159
WRITING TO EQUALS	-.084	.131	-.122	-.168	.159	.109
WRITING TO SUBORDINATES	.073	=.195*	.014	.136	-.161	.011

*	.10	.191
**	.05	.228
***	.01	.297

CORRELATIONS BETWEEN SUBORDINATE'S ROLE PREFERENCES
AND HIS COMMUNICATION MODES
RESPONSE TO POWER MEASURE

	CRITIC		REBEL		INGRATIATOR	
	Level 1	Level 2	Level 1	Level 2	Level 1	Level 2
TOTAL SPEAKING	-.169	.084	.066	.119	-.170	-.010
TOTAL READING	.178	-.010	-.178	.076	-.169	-.013
TOTAL LISTENING	.126	.025	.010	-.140	.370***	.020
TOTAL WRITING	-.002	-.232**	.010	-.108	-.019	-.008
SPEAKING TO SUPERORDINATE	-.439***	.141	.087	.126	.003	.117
SPEAKING TO EQUALS	-.204*	-.236**	.229**	.006	-.244**	-.065
SPEAKING TO SUBORDINATES	.104	.278**	-.168	.056	-.042	-.037
READING FROM SUPERORDINATE	.221*	.063	-.346***	.084	-.203*	.072
READING FROM EQUALS	.036	-.105	.007	-.082	.026	-.045
READING FROM SUBORDINATES	.009	-.243**	.044	.089	-.052	-.001
LISTENING TO SUPERORDINATE	-.458***	.001	.223*	-.035	.055	.198
LISTENING TO EQUALS	-.084	-.213*	-.293**	-.104	-.071	-.108
LISTENING TO SUBORDINATES	.352***	.137	.087	-.144	.432***	-.032
WRITING TO SUPERORDINATE	-.052	.072	.393***	.104	.063	.019
WRITING TO EQUALS	-.412***	-.275**	-.178	-.361***	-.388***	-.062
WRITING TO SUBORDINATES	.218*	-.153	-.118	.147	.093	.072

*	.10	.191
**	.05	.228
***	.01	.297

Communication Modes and Satisfaction in Air Force Unit Maintenance

Mode	Level	Satisfaction with Job	Satisfaction with Air Force	Dissatisfaction other AF jobs better	Dissatisfaction other jobs better
Speak	all	-.03	.03	-.06	-.06
Read	all	-.05	.00	.08	.12
Listen	all	.06	.04	.12	-.06
Write	all	.07	.09	.17	.10
Speak	superordinate	.19	.07	-.20	-.06
Speak	equal	-.18	-.19	.20	-.02
Speak	subordinate	.15	.16	-.07	.06
Read	superordinate	.26	.24	-.14	.10
Read	equal	-.26	-.26	.25	-.09
Read	subordinate	-.04	.01	-.09	-.12
Listen	superordinate	.23	.40	-.26	.08
Listen	equal	-.19	-.48	.25	.00
Listen	subordinate	-.05	.07	.03	-.09
Write	superordinate	.17	.12	-.23	.01
Write	equal	-.08	-.15	.14	.12
Write	subordinate	-.06	.10	-.04	-.02

APPENDIX D

Form B

RI

RESPONSIBILITY INDEX

The following questions are designed to find out how you feel subordinates should behave. Therefore, imagine yourself in the position of a subordinate and answer the questions as you feel you would deal with the situations.

INSTRUCTIONS: Answer the questions inside the booklet by marking a "1" by your first choice of answers, and a "3" by your last choice of answers.

Example: I like:

[ ] a. easy jobs

[3] b. tough jobs

[1] c. to get out of work.

Before answering the questions, please put your name at the top of the first page inside.

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Name _____

1. I want most to:
   - ☐ a. get along
   - ☐ b. get my job done
   - ☐ c. get people to agree with me

2. I consider my supervisor:
   - ☐ a. a hurdle
   - ☐ b. a stepping stone
   - ☐ c. a co-worker

3. I am most effective when I:
   - ☐ a. fight for my ideas
   - ☐ b. think of new ideas
   - ☐ c. combine my ideas with others.

4. I find myself:
   - ☐ a. disliking my job
   - ☐ b. disliking my boss
   - ☐ c. disliking myself

5. When I get mad I:
   - ☐ a. blow my top
   - ☐ b. think it over
   - ☐ c. apologize

6. When my boss solves a problem:
   - ☐ a. I try to use the solution
   - ☐ b. I ignore the solution
   - ☐ c. I compliment him on the solution

7. I would please my supervisor if:
   - ☐ a. I'd stop rocking the boat
   - ☐ b. I'd keep thinking for myself
   - ☐ c. I was more favorable to his ideas

8. I should advance in my company:
   - ☐ a. now
   - ☐ b. when the right opportunity comes
   - ☐ c. when my boss is ready

9. Most supervisors:
   - ☐ a. are conscientious
   - ☐ b. are reasonable
   - ☐ c. are lazy

10. My co-workers think I'm a:
   - ☐ a. good worker
   - ☐ b. eager beaver
   - ☐ c. trouble maker

11. A small raise:
   - ☐ a. is better than none
   - ☐ b. makes me work harder
   - ☐ c. insults me

12. My worst fault is:
   - ☐ a. a quick temper
   - ☐ b. being too dependent
   - ☐ c. being too cautious

13. Rules are:
   - ☐ a. to be broken
   - ☐ b. to be followed
   - ☐ c. to be used

14. Most supervisors are:
   - ☐ a. too tough
   - ☐ b. too lenient
   - ☐ c. fair

15. I'd like to change:
   - ☐ a. my boss
   - ☐ b. myself
   - ☐ c. my job

16. I find most supervisors:
   - ☐ a. stupid
   - ☐ b. sharp
   - ☐ c. easily manipulated

GO ON TO THE NEXT PAGE

17. I don't mind:
- ☐ a. working with my supervisor
- ☐ b. trying to please my supervisor
- ☐ c. contradicting my supervisor

18. The best ideas come from:
- ☐ a. my supervisor
- ☐ b. myself
- ☐ c. a combination of both

19. I can do my best when:
- ☐ a. I have the right tools
- ☐ b. my boss appreciates me
- ☐ c. I'm not bothered by my boss

20. Most guys get "in" with the boss:
- ☐ a. by brown-nosing
- ☐ b. on the golf course
- ☐ c. by doing a good job

21. Supervisors should be treated:
- ☐ a. as equals
- ☐ b. with more respect
- ☐ c. with the contempt they deserve

22. When orders are changed:
- ☐ a. it usually improves things
- ☐ b. it's usually a waste of time
- ☐ c. I discuss them with my boss

23. Motivation means:
- ☐ a. wanting to do things quickly
- ☐ b. wanting to please my boss
- ☐ c. wanting to do things right

24. When I am given a job to do:
- ☐ a. I do it the boss's way
- ☐ b. I do it my way
- ☐ c. I do it the best way possible

25. When I'm in a hurry:
- ☐ a. people get in my way
- ☐ b. I usually make mistakes
- ☐ c. I don't know how much time I have

26. When my supervisor compliments me:
- ☐ a. I feel good
- ☐ b. I get suspicious
- ☐ c. I work harder

27. I do:
- ☐ a. things my own way
- ☐ b. what I want to do
- ☐ c. do a good job.

28. I like to:
- ☐ a. show my boss when he is wrong
- ☐ b. impress my boss
- ☐ c. do a good job

29. I am going to get to the top:
- ☐ a. in spite of my boss
- ☐ b. because of my boss
- ☐ c. because of my good work

30. We need:
- ☐ a. smarter supervisors
- ☐ b. more supervisors
- ☐ c. fewer supervisors

31. I get more action from my supervisor when I:
- ☐ a. complain
- ☐ b. support him
- ☐ c. have an idea

32. When my boss has a problem:
- ☐ a. I try to help him
- ☐ b. I really don't care
- ☐ c. I sympathize with him

33. Co-workers come to me with their problems because :
- ☐ a. I can help them
- ☐ b. the boss listens to me
- ☐ c. I'll stand up to my boss

34. Power should be:
- ☐ a. sought
- ☐ b. used
- ☐ c. respected.

The end

APPENDIX E

CONSIDER ONLY YOUR AVERAGE TOTAL WORKING DAY WHEN FILLING OUT THIS QUESTIONNAIRE.

Percentage of total time spent speaking _____%
Percentage of total time spent reading _____%
Percentage of total time spent listening _____%
Percentage of total time spent writing _____%
TOTAL 100%

Percentage of SPEAKING time spent talking to:

Superordinates _____%
Equal ranks _____%
Subordinates _____%
TOTAL 100%

Percentage of READING time spent reading messages from:

Superordinates _____%
Equal ranks _____%
Subordinates _____%
TOTAL 100%

Percentage of LISTENING time spent listening to:

Superordinates _____%
Equal ranks _____%
Subordinates _____%
TOTAL 100%

Percentage of WRITING time spent writing messages to:

Superordinates _____%
Equal ranks _____%
Subordinates _____%
TOTAL 100%